

Behavioral and Digital Threat Assessment Management Policy 5470 November 29, 2023

The Board is committed to creating and maintaining an environment in schools where students, staff, parents/guardians, and guests in our schools are safe. The Board has instituted a Behavioral and Digital Threat Assessment Management (BDTAM) Protocol for assessing and responding to student violence, threats, and high-risk behaviors in order to help establish and maintain this safe environment.

Guidelines

1. The board is committed to working with community partners to actively take steps to address concerns about violence, reduce risk, and support the needs of students.
2. Behavioral and Digital Threat Assessment Management is the process of determining if a person of concern poses a risk to themselves or others. It is not a disciplinary process, but rather a means to prevent targeted violence to self and/or others.
3. A person may be identified as a subject of concern through threat-making, high-risk or worrisome behaviors.
4. All threats, high-risk and worrisome behaviors that have the potential to impact the safety of the school community must be taken seriously, investigated, and responded to.
 - 4.1. Threatening and high-risk behaviors include but are not limited to:
 - 4.1.1. Threats made to harm, kill, or cause serious property damage. Threats may be verbal, written, drawn, or made by gesture. They can be communicated directly in person or indirectly through methods such as leaving a note, texting, through messaging apps, or posted online. Threats can be direct, indirect, veiled, or conditional.
 - 4.1.2. Serious violence or violence with intent to harm and kill.
 - 4.1.3. Indicators of suicidal ideation (especially as it relates to fluidity, moving between homicidal/suicidal ideation).
 - 4.1.4. Weapon possession, including replicas.
 - 4.1.5. Bomb threats or possession/detonation of devices.

- 4.1.6. Hate incidents motivated by factors including, but not limited to race, culture, religion, and/or sexual orientation or expression.
- 4.1.7. Sexual intimidation, extortion, or assault.
- 4.1.8. Domestic, interpersonal, or relational violence.
- 4.1.9. Gang-related intimidation and violence.
- 4.1.10. Fire setting.
- 4.2. Worrisome behaviors are those that cause concern for members of the school community due to their violent content. They may contain warning signs of more serious high-risk behaviors. They are specific to the individual and may include changes in baseline behavior, drawing pictures, writing stories, or making vague statements that do not necessarily constitute threats as defined by law but still cause concern for members of the school, family, or community.
- 5. Investigation of threats, high-risk, and worrisome behaviors will take place by trained staff through the use of Behavioral and Digital Threat Assessment and/or Violence and Threat Risk Assessment. Investigations may utilize a variety of evidence such as establishing a digital baseline, in-person interviews, student work, bag/locker searches, etc.
- 6. The Safe Schools Coordinator (superintendent or designate) will be the BDTAM lead for the district.
 - 6.1. All behavioral and digital threat assessments undertaken in the district will be reported to the Safe Schools Coordinator.
 - 6.2. The Safe Schools Coordinator shall undertake training and arrange training for principals and counselors on a regular basis to ensure familiarity with best practice and tools for BDTAM.
- 7. Initial threat assessments will be conducted by a school team consisting of the school principal and the school counselor, as well as other trained district staff, the RCMP school liaison officer, and other community partners as applicable.
 - 7.1. Parents/caregivers will be notified when a threat assessment is being conducted for their child. All threat assessments will be documented, with a copy provided for the student file, parent/caregiver, and the Safe Schools Coordinator.
 - 7.2. Following the threat assessment, interventions will be set in place to address student needs and ensure school safety. Depending on the level of risk determined, interventions

may be school-based or employ other district/community resources.

- 7.3. Any threat assessment process will consider the maturity and cognitive ability of the student when assessing degree of culpability and the appropriate response. Students 12 years of age or younger and students with exceptionalities require special consideration in the threat assessment process. Team members must ensure appropriate interviewing strategies and interventions are used for young students and individuals with diverse needs.
- 7.4. The threat assessment process will be sensitive to cultural diversity and be aware of the potential for cultural bias.
8. In order to keep school communities safe and caring, any staff member, student, parent/caregiver, or other member of the school community who has knowledge of threat-making, high-risk or worrisome student behavior must immediately report this information.
 - 8.1. Principals will review annually with staff, students and parents the definition of these behaviors and the requirement to report
 - 8.2. Information can be reported to the school principal/vice principal, a school district employee, or through the ERASE Report-It online tool.
 - 8.3. This information must be immediately communicated to the school principal if it was not reported directly to them.
 - 8.4. No action shall be taken against a person who makes a report, unless it is made maliciously. Special care will be taken to ensure the safety and well-being of the person making the report, and whenever possible to protect their identity.
9. An immediate risk situation is one in which a threat is unfolding and requires immediate emergency response, such as an armed individual capable of causing serious harm in or near the building. When an immediate risk is identified, the police will be contacted, and Critical Response Plan protocols will be followed.
10. Fair notice is the process by which staff, parents and students will be notified in advance of what the BDTAM process is, and the circumstances in which it will be followed.
 - 10.1. Fair notice will be provided to staff, parents and students annually.
 - 10.2. Fair notice can be provided to parents via letters, brochures, media releases (including postings on websites and social media sites), parent meetings, new student orientation,

parent-student handbooks, or all of the above.

- 10.3. Fair notice can be provided to students by including a brief "Fair Notice" statement in student agendas, parent-student handbooks, in assemblies, on the school website, in student meetings, or all of the above.